DOCUMENT RESUME

ED 436 772 CS 216 954

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TITLE Asia and Australia: Language Arts around the World, Volume III. Cross Curricular Activities for Grades 4-6.
INSTITUTION ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.; Family Learning Association, Bloomington, IN.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
ISBN ISBN-1-883790-44-1
PUB DATE 2000-00-00
NOTE 64p.
CONTRACT ED-99-CO-0028
AVAILABLE FROM ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698; Family Learning Association, 3901 Hagan St., Suite H, Bloomington, IN 47401.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Class Activities; Communication Skills; *Cultural Traits; Folk Culture; *Foreign Countries; Integrated Activities; Intermediate Grades; *Language Arts; Multiple Intelligences; Reading Skills; Social Studies; Spelling; Thematic Approach; Units of Study; Writing Skills
IDENTIFIERS Asian Culture; Australia; China; Japan; North Korea; Pacific Islands; South Korea

ABSTRACT

Suggesting that students in the intermediate grades can explore the world around them and practice valuable skills in spelling, reading, writing, communication, and language, this book presents cross-curricular units designed to integrate language-arts activities into the study of Asian and Australian cultures. The units in the book reach diverse needs by working through emotional memory, deductive reasoning, and multiple intelligences. Features of the book include: ready-to-use activities; emphasis on skills; reading texts; and group demonstrations. After an introduction on the role of language arts in social studies, units in the book deal with China, Japan, Korea, Islands in the Pacific, and Australia. Appendixes list 11 additional resources on folktales and legends, annotations of 4 children's books about other cultures, and 8 web sites that offer general information. (RS)

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LANGUAGE ARTS AROUND THE WORLD

CROSS-CURRICULAR ACTIVITIES FOR GRADES 4–6

ASIA AND AUSTRALIA

- CHINA
- JAPAN
- KOREA
- ISLANDS IN THE PACIFIC
- AUSTRALIA

BY
LUCY FUCHS

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CS 216 954

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Language Arts Around the World

ASIA AND AUSTRALIA

by Lucy Fuchs

ERIC Clearinghouse on Reading, English, and Communication

and

The Family Learning Association

Published by
ERIC Clearinghouse on Reading, English, and Communication
Indiana University
2805 East 10th Street, Suite 150
Bloomington, Indiana 47408-2698
Carl B. Smith, Director
and
The Family Learning Association
3901 Hagan Street, Suite H
Bloomington, IN 47401

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Production Editor: Lanny Thomas
Cover Design: Lauren Gottlieb

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This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0028. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

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The Role of Language Arts in Social Studies

To a great extent, the study of language lies at the heart of the entire school curriculum. In addition to reading, most subjects require some form of writing as well as constant use of language in speaking and listening. Even the understanding of mathematics and science depends on clear and careful use of language.

The social sciences include anthropology, sociology, psychology, and other areas of study. All of these contribute to our understanding of human nature as it exists throughout history and the world. They also require us to use language carefully as well as creatively.

As we study other cultures we meet new languages, encounter new concepts that require new words to express them, and discover new ways to develop our ability to listen and to speak. While they provide a wealth of opportunities to use all of our reading and writing skills, the social sciences also demand increased attention to accuracy in spelling and precision in grammar.

In the early and middle grades, we help students understand different cultures by showing how people live and adapt to their environments. We look at differences as well as similarities and find the elements that unite all human beings. Ultimately we study history, geography, and other areas of social science in order to understand ourselves and our own lives.

The Importance of Folktales and Legends

Throughout this book you will find references to folktales, legends, and myths of various cultures. Of course these stories are interesting in themselves, but they are even more important because they help students understand each culture and its people. Furthermore, they provide a way to learn something about the languages of various cultures, and they can also show children how language can be used to hold the interest of the reader or listener by developing stories that follow clear patterns.

Some folktales tell us what life is like today, while others give an idea of what it was like in the past. People who make their living from the sea, for example, will have a tradition of telling tales of sailors braving storms and encountering amazing creatures in the ocean. Farmers or nomads or people who live in the mountains will tell tales about the things they encounter in their lives. This provides an interesting way for children to learn something about people whose environment and culture are very different from their own.

Legends and myths of the past also tell us something about the history and heritage of a culture. In some cases, people of the present will view the stories of their ancestors and their culture as part of their living tradition. This is especially true of the American Indians and of some regions of the Orient. By incorporating folktales into the study of various cultures, you can help children learn about other people while they are learning how to understand and use language not only to gather information but to tell stories as well.

Using This Book

My purpose is to help the teacher who wants to integrate language-arts activities into the study of other cultures. Each unit focuses on vocabulary words, description of a cultural scene, writing activities, and discussion activities.

Of course it is necessary to have some information about the country being studied, but much of this can be obtained from any basic encyclopedia. You can look through encyclopedia articles yourself to get information about each country and its people, or you can have older students undertake this for themselves. Even more information can be found by consulting the Web Sites listed throughout this book.

Each unit suggests a number of activities that will help students learn about other countries and people. At times, the suggestions are no more than that: just suggestions. I hope you will use this book as a starting point, adding ideas of your own and taking advantage of all the materials available to you.

On the title page of each unit you will find a map of the country. Use this to make a transparency or photocopies if you like. Within most units you will find one or more pages showing words taken into English from the language of the country being studied. If you like, you can use these pages to make transparencies so that students can see the words you are talking about. Other options would be to put the word lists on the board or make photocopies. Then, at the end of each unit, you will find activities based on these word lists. If you want to use them, you can make photocopies so each student can have one.

A Personal Note

I have been traveling and teaching for many years. If you want to get to know another country, nothing takes the place of living there for a while. But then, after I got to know Thailand, for example, or Mexico and fell in love with them, what could I do with that knowledge and love? It seemed natural to share my knowledge with students and to use what I had learned to help them develop their skills in language arts. Hence this book.

—*Lucy Fuchs*

CHINA

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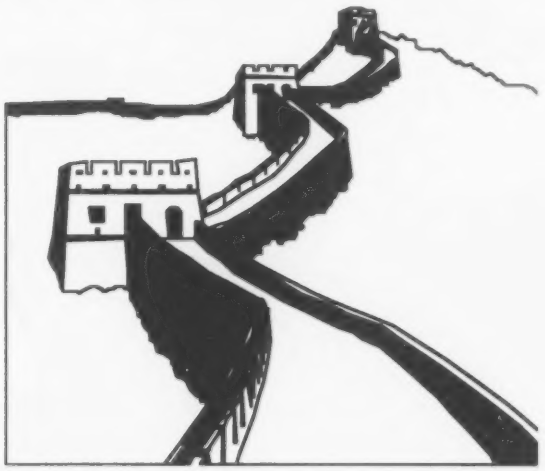
CHINA

China, home of one-fourth of the world's population, is an ancient country that has given the world some of its greatest cultural achievements. China, with its forbidden city and emperors and empresses of centuries past, is also a country of peasants laboring in the fields under their wide-brimmed hats. When we think of China, we envision jade and gold and precious stones as well as ornate objects made of paper and bamboo. We also think of China as a land of rice, known for developing some of the world's most famous cooking.

With a highly developed culture dating back almost 4,000 years, China has played an important role in the history of the world. In spite of its ancient civilization, emphasis should not be placed exclusively on the glories of the past when Chinese artists developed brush drawing and porcelain, inventors developed gunpowder and paper money, and armies marched against the world and built a great wall. We should also look at modern China, devastated by the Second World War, torn apart after the war between the Nationalists and Communists, followed by years of separation from the rest of the world, now open, partially, to the outside.

China, once called Red China because of its years of communism, is still the great old China of the past. Its young people are just as energetic and enthusiastic for learning, its peasants are just as hard working, its views of life with its longing for correct harmony and order are still being instilled in families.



Language and Word Skills

Chinese, as well as several other Asian languages, does not have an alphabet and does not use individual letters to form words, as English does. Instead, the Chinese language contains tens of thousands of symbols or *characters*, and each character represents a complete word.

Chinese Characters

The characters used in written Chinese do not look at all like the letters and words we use in English. On the next page you see a few of the simplest characters, with the Chinese word and its English equivalent given below each one. Make a transparency or provide multiple copies of this page so that students can see the characters. After you have gone through them with the class, continue with the activities discussed below.

Combining Chinese Characters

Many Chinese words are written by combining two or more characters that represent individual words. For example, you can see that the character for the word *ming* (bright) is formed by joining the characters for *jih* (sun) and *yueh* (moon).

Look at the characters for the words *huo* and *shan*. What word can be formed by joining these characters? What is a "fire mountain" anyway? (That's right: It's the Chinese word for *volcano*.)

Chinese Characters in Other Languages

The characters used in written Chinese are important for another reason as well. Other major Asian languages such as Japanese and Korean have built their written words on the Chinese characters, sometimes adding individual feature of their own.

Students can make up their own lists of simple characters to stand for complete words. Put these together in a "dictionary" with each English word followed by its character. Then have students practice writing sentences with their characters.

Chinese Characters

日

jih (sun)

月

yueh (moon)

明

ming (bright)

人

jen (man)

大

ta (big)

小

hsiao (small)

火

huo (fire)

山

shan (mountain)

木

mu (tree, wood)

Sentences in Chinese

To help students write short sentences using characters, you can point out that real Chinese sentences do not contain the function words which are crucial to English sentence structure. A subject and verb, with a few modifiers such as *big* and *little* or *fast* and *slow*, are enough to get the flavor of Chinese sentences. For example, an English sentence such as "All the children are happily riding their new bicycles" would be reduced to its essential words in Chinese: "Children ride bicycles." The characters representing these three words would be used to write the sentence in Chinese.

Because Chinese characters and spoken words are so different from English, several attempts have been made to find ways of adapting the Roman alphabet to Chinese words so that their sounds could be represented with English spellings. The Chinese government has adopted a system called *pinyin* to be used for writing Chinese words so they can be sounded out with the letters of the Roman alphabet. This is the spelling system that gives us names such as Beijing (replacing the older spelling, Peking) and Mao Zedong (rather than Mao Tse-tung).

Compound Words

Many Chinese characters are formed by joining two or more individual characters. You saw this in "fire mountain" for *volcano*. Early English (as well as other languages) did the same thing, and we still have some compounds that are literal descriptions of an object (such as *raincoat* and *notebook*).

Students can think of descriptive compounds that have been replaced by single words in today's English. For example, a *library* could be called a "book place" and a *mall* could be called a "shopping place." Help students think of other compound words to give them a small taste of how the Chinese language works.

Chinese Words in the English Language

Even though Chinese differs greatly from English, a few Chinese words have come into our language, particularly those relating to food. On the next page you see some examples of such words, with English versions followed by their Chinese *pinyin* spellings. Make a transparency or photocopy this page so students can see these words.

If students aren't familiar with words such as *wonton* or *dim sum*, they can probably find them in a good English dictionary. Students will enjoy getting menus from Chinese restaurants and learning the names and meanings of other words relating to food. See the Activity at the end of this unit for more work on Chinese words.

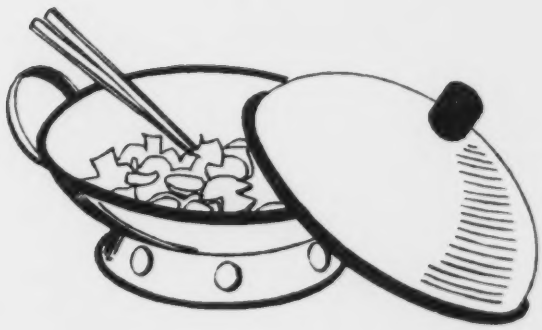
Chinese Words

These English words sound a bit like their Chinese originals. Look up any words you don't know.

chow mein	*chaau-mihn*
wonton	*huntun*
dim sum	*dimsam*
wok	*wohk*

In the following examples, you see that the English version of each word is very different from the Chinese original.

chopsticks	*kuaizi*
tea	*cha*
chicken	*ji*
sweet and sour	*tiansuan*
soup	*tang*
rice (cooked)	*mifan*



You can use the Activity at the end of this unit for more work on Chinese words.

Oral Skills

Even though a single written language is used throughout China today, there are hundreds of different dialects of the spoken language. Sometimes these dialects differ so greatly that they sound like different languages. In spite of its complexity, Chinese is spoken by more than a thousand million people today—more than any other single language on earth.

The most important dialect is the *Mandarin*, which is spoken in the northern part of the country around the capital, Beijing. This is considered the standard spoken form of the language.

In addition to many dialects, spoken Chinese relies on an unusual form of pronunciation. In Chinese, a single word can have different meanings depending on its *tone*. Each tone is a pitch or combination of pitches used to say a particular word. There are four tones used in the standard northern dialect, but some other dialects have as many as nine tones. Each change in pitch is represented by a tone mark placed above the main vowel:

-	First tone: high and level
/	Second tone: rising
V	Third tone: falling-rising
\	Fourth tone: falling

Although we may not be aware of it, we do the same thing in English when we change the pitch of a word to fit a particular situation. Here are examples of the four tones used with the word *there*:

First: "*There* it is!" - A high, level sound.

Second: "Are you going in *there*?" - A question, ending with a rising tone.

Third: "Surely you're not going in *there*?" A downwards-upwards curve is used at the end of a question when we expect an answer of "No."

Fourth: "Let's go over *there*." A flat, falling tone at the end of a statement that is final and emphatic.

The use of the correct tone is crucial to meaning and understanding. For example, the word *mai* means "to buy" when spoken with the third tone, but the same word means "to sell" when spoken with the fourth tone.

Here are some more examples showing how single words can have different meanings depending on the tone used for the each pronunciation.

	First tone	*Second tone*	*Third tone*	*Fourth tone*
	¯	/	∨	\
yi	one	aunt	chair	100 thousand
wu	house	none	five	fog
ma	mother	hemp	horse	scold

For an interesting activity, encourage students to try to pronounce imaginary "words" using the Chinese system of four tones. As you see, many Chinese words have one syllable beginning with a consonant and ending with a long vowel. Students can make up their own one-syllable "words" such as *tay*, *ree*, *fo*, *ki*, or *hu*, for example. Each of these "words" could be assigned four different meanings depending on pronunciation. Then students could try to speak sentences using the correct pronunciation to convey the meaning of the word that fits each situation.

For example, the imaginary word *ree* could have these meanings depending on the tone used:

¯	/	∨	\
ree	*ree*	*ree*	*ree*
I	look	house	car

In order to say, "*I* will *look* for our *car*," students will have to use three different pronunciations of *ree* to make the meaning clear:

¯ / \
Ree ree ree. (Literally, "I look [for] car.")

Help students form other short sentences and pronounce them using their imaginary words and the tones that determine the meanings for each one.

Writing

Several activities can give students a feel for some characteristics of Chinese language and culture.

Fortune Cookies

Students are familiar with fortune cookies found in Chinese restaurants and developed in the United States. These cookies contain small slips of paper that seem to impart significant thoughts or foretell what is going to happen. Often these "fortunes" are worded in such a way that they could apply to any person or to anything that might happen: "The future lies before you," for example. It could be fun and challenging for students to try to write fortune cookie messages. Here are some examples:

Something good and something bad will happen to you today.

You are the kind of person who always finds something interesting in everything.

Next year at this time you will be amazed at the progress you have made.

Intelligence is important, but not as important as diligence and hard work.

Epigrams

Many people are familiar with the sayings of Confucius, who urged proper relationships, good treatment of everyone, and avoidance of extremes. These terse, wise sayings, often called *epigrams*, are designed to convey important ideas in simple terms. Today people often use "Confucius say . . ." facetiously, but it would be enlightening to try to produce epigrams that Confucius might have said. For example:

Confucius say that little brother is equal to big brother.
(All people should be treated well.)

Confucius say that big fire burn too fast to make light.
(Extremes should be avoided.)

Chinese Years

In addition to numbering the years in the Western manner, dating from the birth of Christ, the Chinese use a twelve-year cycle that names years by animals: the Year of the Dog, the Year of the Rat, the Year of the Monkey, and so on. According to their reckoning, each animal had certain qualities and people born in that year were likely to have those same qualities. These lists are often found in Chinese restaurants and are a source of interest and amusement for many people. Here is an example of the twelve-year cycle:

1984 Rat
1985 Ox
1986 Tiger
1987 Rabbit
1988 Dragon
1989 Snake
1990 Horse
1991 Sheep
1992 Monkey
1993 Rooster
1994 Dog
1995 Boar

For 1996, start again with Rat and continue, or before 1984, reverse the cycle.

With this in mind, students could write essays in which they develop the concept of the year in which they were born. Here are two examples:

.... I was born in the year of the Rat. The rat is known to be honest and ambitious. You should see what I did last week to show how ambitious I was. . . .

.... I think I was a misplaced baby. I should never have been born in the year of the Monkey. . . .

Since these ideas were based on animals found on Chinese farms or which figured largely in Chinese tales, it might be interesting to produce a new list for modern America. This list could be based on something significant of that year, including perhaps the favorite toys or television programs of that year.

Oral Skills

Students can use the following activities to learn more about China.

Drama

One of the most famous kinds of drama among the Chinese is the shadow play. In these plays, a light is placed behind a thin screen (such as a sheet) and cutouts are held in the light to produce shadows. With these, students can dramatize a story in which their voices are heard and the shadows are seen, but little else. They might try to develop a story from Chinese history, such as one of the following:

- A scene in the life of a peasant family during the building of the Great Wall when men were forced to leave their homes and go to work on it for months at a time.
- A scene in the life of the Dowager Empress, who insisted on being given many plates of food at every meal, although she never ate very much. What happened when her servants brought her the same plates over and over, even though they were no longer fresh?
- A scene in the life of a peasant boy when the Japanese overran China before the Second World War. How did he manage to save the family's food from the enemy?

Dialogue

A discussion between Chinese people and Westerners might be very useful. The Chinese person can explain his life and work and the American, for example, explains his. The Chinese person will talk of a society where everyone works together for the common good, where now there is food and work for everyone (unlike the starvation times of the past). The American will talk of his society where individuality and personal achievement are highly honored. Both will mention the downside: for the Chinese, poverty and few possessions, few opportunities for personal advancement; for the American, a fragmented society, where it is possible to do very well, but it is also possible to be poor and hungry and lonely.

ACTIVITY
Chinese Words

Here are some Chinese words followed by their English translations. Sometimes the English sounds fairly close to the Chinese, but in other cases the English word is completely different from its Chinese version. Make sure you know what each word means. (Make copies of this page so each student can have one.)

chaau-mihn (chow mein)	*kuaizi* (chop sticks)
huntun (wonton)	*ji* (chicken)
dimsam (dim sum)	*tiansuan* (sweet and sour)
wohk (wok)	*tang* (soup)
cha (tea)	*mifan* (cooked rice)

Now write the *Chinese* word that fits each definition.

1. A bowl-shaped cooking utensil used in frying:

   _____

2. Pockets of noodle dough often served in soup:

   _____

3. A sauce containing sugar and vinegar:

   _____

4. Slender wooden sticks used to pick up food:

   _____

5. A stew of meat, vegetables, and noodles:

   _____

6. A liquid food containing vegetables, meat, or fish:

   _____

21

Folktales from China

Chinese Fairy Tales and Folk Tales collected and translated by Wolfram Eberhard (London: Kegan Paul, Trench, Trubner & Co., 1937).

Chinese Myths and Fantasies by Cyril Birch (NY: Oxford University Press; pap.).

Classic Folktales from Around the World contains seven stories from China (London: Leopard/Random House, 1996).

Thirty-Three Multicultural Tales to Tell by Pleasant DeSpain contains three Chinese stories: "Ah Shung Catches a Ghost," "The Magic Pot," and "The Officer of Heaven" (Little Rock: August House, 1993; pap.).

Web Sites

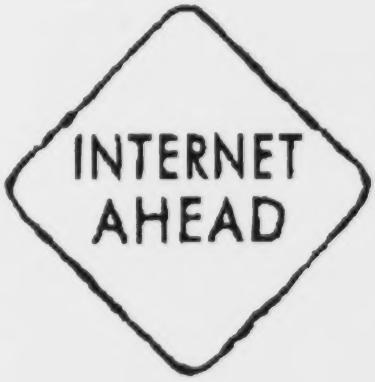
The China Page - compiled by the University of Virginia Library
http://www.lib.virginia.edu/subjects/amlc/china.htm

China Crossroads - Culture
http://www.accessasia.com/xroad/xrcncul.html

Animated Chinese Characters
http://www.ocrat.com/ocrat/chargif/

Chinese Culture Salon
http://www.chinaexpo.com/culture/index.html

Discover China
http://www.chinavista.com/discover.html



JAPAN

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JAPAN

In the eyes of the world, Japan is often seen as an island country bursting with vitality and filled with people dedicated to work and to nation. Its scenic beauty is legendary, from snow-capped Mount Fuji to rocky ledges, to forests of huge trees, to green rice paddies. In Japan the most ancient of traditions meet the latest technology. Japanese students study hard and learn much, but the group is more important than the individual. Japan, once a formidable enemy of the United States, is now an economic competitor but a potential loyal friend as well.

Our impressions of Japan are often limited to its past, with its samurai warriors and the ferocity of World War II, and to its present-day image of a country filled with industrious people who think only of work. The study of Japan also offers many opportunities for the development of language-arts skills. The Japanese have a language with three separate writing systems, and they also learn English as part of their ordinary curriculum. It is no wonder that language is significant for them. They offer much, too, in drama and art which can be incorporated into the curriculum.

Language and Word Skills

In its written form, Japanese uses Chinese characters as well as native Japanese ones. Although learning the written form of the language is very difficult for non-native Japanese, the pronunciation is not especially difficult, since Japanese uses fewer sounds than any other major language. However, Japanese shares with Chinese the fact that individual characters mean something, and put together with other characters, they make a new specific meaning.

English Words Borrowed from Japanese

In spite of the great differences between the two languages, a number of Japanese words have been taken into English. At the top of the next page you see a few examples of such words, given in their customary English spellings. Make photocopies or a transparency so that students can see this page.

Students may not know the meaning of all these words. They can look for them in a Collegiate Dictionary or one designed for high-school students. It will be interesting to see how the original words were formed and what they mean in Japanese.

Japanese Words

Some additional examples of Japanese words are given at the bottom of the next page, using English letters and pronunciation to represent the Japanese written characters. These are provided simply to give students a sense of the look and sound of Japanese words.

You can see that Japanese joins characters to create new words, just as Chinese does. If *asa* means "morning" and *gohan* means "meal," then breakfast (the morning meal) is *asa-gohan*. In the same way, an old or second-hand book combines the words *huru* (old) with *hon* (book).

Students may enjoy learning some of these forms. They can also be encouraged to find English words that perform the same functions. Compound words especially come to mind.

English Words Borrowed from Japanese

kimono	samurai
tycoon	bonsai
judo	tsunami
jujitsu	karate

Examples of Japanese Words

suru — to do
annai — guidance
annai suru — to guide
ansin — peace of mind
ansin suru — to be free from worry
gohan — meal, especially cooked rice
asa — morning
asa-gohan — breakfast
hon — book
huru — old
huru-doogu — second-hand article
huru-hon — second-hand book
me — eye
me ga sa meru — awake
me ni tuku — to catch the eye
mekura — blindness
tenki — weather
tenki yohoo — weather forecast

You can use the Activity at the end of this unit for more work on Japanese words.

Names

Japanese names are often chosen to represent some significant aspect of each child in the lives of the parents or in the life of the country. For example, a child, born after many years of waiting and hoping may be called Last Chance, or a pretty little girl may be named Beautiful Morning or Lotus Blossom.

Students may give themselves names related to something that has meaning to them. They can ask their parents to give them a name, too, perhaps something related to the time of day or the time of year when they were born. A child might be called Early Christmas Present if he was born in early December. In all cases, children should look for positive images, since this is what the Japanese do as they name their children.

Writing

The descriptive qualities of the Japanese language provide good opportunities for students to investigate the culture and literature of the country.

Poetry

The two best-known and most traditional forms of poetry in Japanese are the *tanka* and the *haiku*. The *tanka* is the more ancient and consists of five lines following this pattern:

five syllables
seven syllables
five syllables
seven syllables
seven syllables

There are thirty-one syllables in all. Rhyme is not usual, nor is there traditional rhythm. Most *tankas* celebrate nature in some form. A common form in the past was for one person to write the first three lines and another to write the other two. An example of a *tanka* is this:

Fall Leaves

Brashly in the breeze
Red-jacketed gang members
Pretend to be brave.
They let go, falling fast, free,
Controlling the ground below.

Haiku is a shorter form, consisting of three lines that follow this pattern:

five syllables
seven syllables
five syllables

Here, too, the emphasis is on nature. A moment of nature should be experienced and personal feeling will arise from the poem or be read into it, but such feelings will not be explicitly expressed. Most poetry suggests far more than it states, and this is especially true with *haiku*. Here is an example:

Sunrise

Painful morning birth,
Blood-red wisps of cloudy tears,
Sun warms mother earth.

These poems can be written in calligraphy and decorated with simple sketches of nature. They can then be displayed around the classroom.

Traditionally, certain images symbolize certain feelings. Here are a few examples:

bird — happiness
crane — long life
palm tree — success
bamboo — strength
mountain — wealth
boat — travel
flower — beauty
butterfly — pleasure
plum blossom — survival
rainbow — good luck

Letter Writing

If one has friends in Japan or connections with Japanese students, this would be an excellent opportunity to become pen-pals with students of another country. Since Japanese students must study English, they might well appreciate the opportunity to carry on such correspondence.

However, it is often difficult to initiate and sustain such pen-pal programs. An alternative suggestion would be to have students do a simulated pen-pal program as they learn about Japan. Some students can be the American correspondents and the others can be Japanese. The American students can ask questions such as these:

- How many days a year do you go to school?
- How much time do you watch television each week?
- What kinds of sports do you play?
- What do you do during holidays?
- What is your favorite food?

Those who are the designated Japanese can research such questions and respond. On their part, they will ask questions that Japanese may have of Americans and await their responses. Of special interest might be comparisons of schools and tests and life choices.

Oral Skills

The Japanese today attend many of the same movies and theater performances seen by people in the west. However, traditional drama of Japan still has a place.

There are two special historical forms, *Noh* and *Kabuki*. The former is more stylized and formal, while the latter tends to be highly dramatic and very active. Lavish stage sets and elegant costumes are important parts of this drama. Students may wish to dramatize a moment in history as they study about Japan. Some suggestions are given below. Also make sure that students determine the meaning of words such as *samurai* and *shogun* and *kamikaze* that are used in these scenes.

Scenes from the Samurai Period

- Battle scenes
- Life in castles where the shogun surrounded himself with women attendants because he feared assassination. Connivances and intrigue.
- Life in the villages when the samurai came to town. How did the young persons view them? How did the older people?

Scenes from World War II

- Bombing of Pearl Harbor. How did the Japanese soldiers feel? the Japanese people?
- Kamikaze pilots — their families' responses.
- Atomic bombs on Hiroshima and Nagasaki — the emperor announcing the end of the war ("Bear the unbearable").

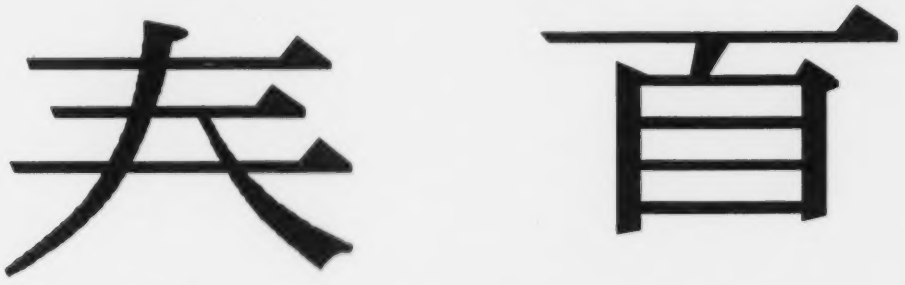
Scenes from Present-Day Japan

- Factory workers, proud of their accomplishments.
- Old people, bemoaning the loss of their traditions.
- Young people, becoming more Western every day.
- Conflicts between country people and city people.
- Conflicts at restaurants where "modern" Japanese choose Western food, while more conservative people choose traditional food. Which is better for health? What are the effects of the food?

Handwriting

Students should be exposed to the concept of *calligraphy*, the making of beautiful letters. In Japan this is an art form. American children can learn to form beautifully the letters of our alphabet, using either a pen with India ink or a broad-tipped felt pen. They can start with their own names, learning to make each letter with broad and fluid strokes. There are many patterns they can copy for making elegant letters, but they can also be permitted and encouraged to develop their own unique forms.

Love Happiness Peace



Spring Summer

Fall Winter

ACTIVITY: Japanese Words

Here are some words that have been taken from Japanese into English. Look up any words that you don't already know.

kimono	**bonsai**
tycoon	**tsunami**
samurai	**karate**

Now look at each definition and write the Japanese word that fits.

1. The art of growing small trees in a tray or pot and training them to take on artistic shapes: _____
2. A political leader or very wealthy businessman: _____
3. A huge sea wave caused by volcanoes or underwater movement of the earth: _____
4. A long robe with wide sleeves and a broad sash: _____
5. A type of self-defense that uses punches and kicks without any other kind of weapon: _____
6. The warrior class of ancient Japan: _____

Folktales from Japan

Favorite Fairy Tales Told in Japan by Virginia Haviland (NY: Beech Tree Books/William Morrow; pap.).

Japanese Children's Favorite Stories edited by Florence Sakade (Rutland, VT: Charles E. Tuttle)

Japanese Tales and Legends by Helen and William McAlpine (NY: Oxford University Press; pap.).

Thirty-Three Multicultural Tales to Tell by Pleasant DeSpain contains the Japanese story "The Listening Cap" (Little Rock: August House, 1993; pap.).

Web Sites

Japanese Bookmarks
http://www.forlang.utoledo.edu/BOOKMARK/BookmarkJPN.html

The Japan Page - compiled by the University of Virginia Library
http://www.lib.virginia.edu/subjects/amlc/japan.htm

Japan Crossroads - Culture
http://www.accessasia.com/xroad/xrjpcul.html

KOREA

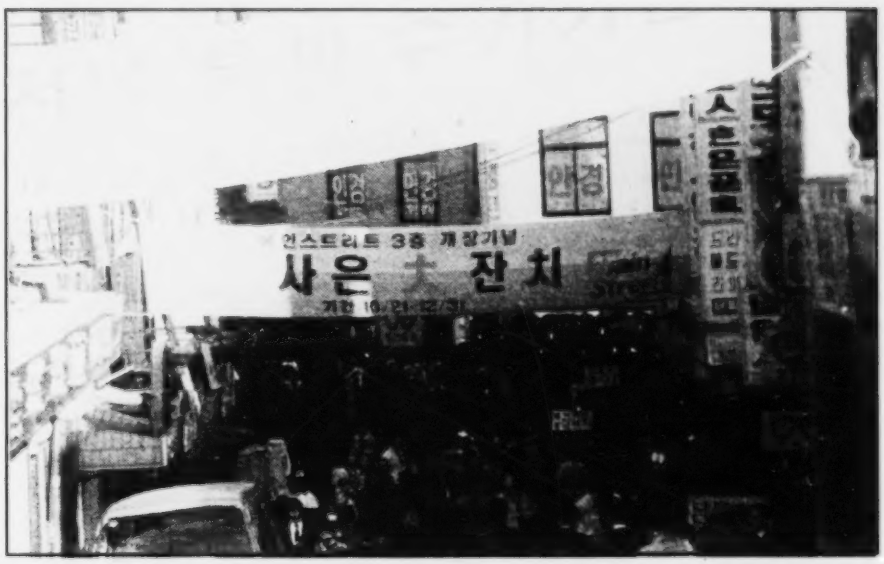
Chongjin
NORTH
KOREA
Sinuiju
Hamhung
Pyongyang
Wonsan
Seoul
Inchon
SOUTH
KOREA
Taegu
Chonju
Kwangju
Pusan

KOREA

Like China and Japan, Korea is an ancient land that has retained its unique culture in spite of wars and conquerors that have come and gone. It was the first country that the United Nations went to war for, the war that never quite ended. Today, Korea is the land of rising economic success and energetic workers.

Korea is a small country but an increasingly important one. It has become fixed in American minds with the Korean Conflict (not even quite a war). Yet that conflict was only the latest in a long series. Korea had endured years of Japanese domination before that, and at the end of the Second World War, Korea longed for independence, independence which was only half-way achieved.

Yet there is so much more to Korea than wars. This is the "Land of the Morning Calm," the beautiful place far from the bothersome events of the rest of the world. Koreans have been influenced and interbred with both the Chinese and Japanese and share many of their characteristics, but stand alone as they are. They are active, hard-working people with an excellent sense of humor and enthusiasm for life.



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Language and Word Skills

Korea has a unique language, based to some extent on Chinese. The Korean language does have an alphabet, but it is an alphabet made up of individual characters similar to those of Chinese. However, each character represents a *syllable*, not a complete word, so several characters must be joined to form complete words.

Korean Words

Like other Oriental languages, Korean is not easy to learn, but it has simplified its forms in this century, making it easier to learn and use. Students who are interested in this language will find their efforts rewarding.

On the top of the next page you see a few Korean words followed by their English meanings. Make a transparency from this page or provide photocopies so the class can see the words.

Korean Foods

Although Korean cuisine is not very well known in the United States, there are some interesting things we can learn about it. Meals tend to include soup, fish or meat, rice, and the ever-present *kimchi*, pickled cabbage in one form or another.

Students may enjoy learning some of the names of Korean foods. A few examples are given at the bottom of the next page.

The Korean Language

Korean Words

omoni (mother) [*o* sounds like *er* in Korean]
yoja (woman)
uyu (milk)
yumjong (famous)
ne (no)
anijo (yes)

Korean Foods

kimchi (pickled cabbage)
pap (rice)
huin-pap (white rice)
pat-pap (rice with red beans)
kong-pap (rice with various beans)
chaeso-pap (rice with vegetables)
pam-pap (rice with chestnuts)
kanjang (soy sauce)
tubu (bean curd)
kochujang (hot sauce)

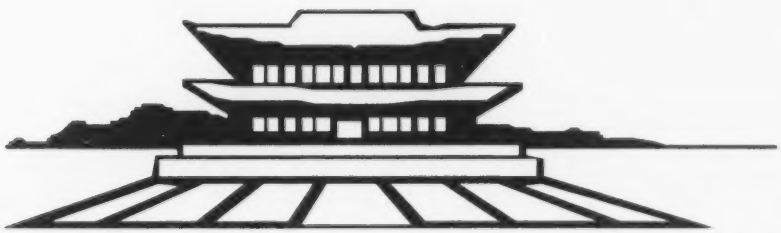
You can use the Activity at the end of this unit for more work on Korean words.

Korean Names

In Korea there are only a few family names, so thousands of people share the same one. Three of the most important and well-known family names are Kim, Park, and Lee. When a person's name is given, the family name is given first, followed by the given name. Thus a young man may be called Kim Kyungcho. In the United States, this may cause problems since Kim is often used as a given name, as is Lee.

After discussing this with students, have them try writing their names in the opposite order. Then they may discuss what names mean and where they come from. For example, someone whose last name is Smith may have had an ancestor who was a blacksmith. One whose names is Johnson is descended from a family in which the father's name was John and he is the son. Given names are those that our parents gave us, influenced sometimes by modern movie stars, sports heroes, or esteemed relatives.

Since most people do not choose their own names, they might want to think about what they would choose if they could. An alternative idea is how to distinguish themselves from others with the same last name. This might be especially useful for Koreans who need to share their names with so many. In England, where names such as Smith or Jones are common, people tend to use hyphenated names in which they include their mother's name. Spanish people also use double names, although they are not usually hyphenated.



Writing

Students can use poetry and letter writing to learn more about Korea.

Poetry

Korea is a peninsula with many rivers and lakes. With all this water, it is natural that the sea should figure prominently in its life. In spite of this, Korea's mild climate is punctuated by extremes of cold and heat. The changes in temperature are called "three cold and four warm." Students are likely to remember Korea's climate if they write poetry about it. Water and sun or water and cold would be good places to start.

Cold Korea

Out in the sea
It is cold today.
I huddle inside my coat.
The wind chills me,
I go back to the bay
In my freezing frosty boat.

Hot Korea

I swelter today
As I fish in the sea;
The sun gives me no hope.
Will it ever turn away,
Allowing me to be
Able to sail on and cope?

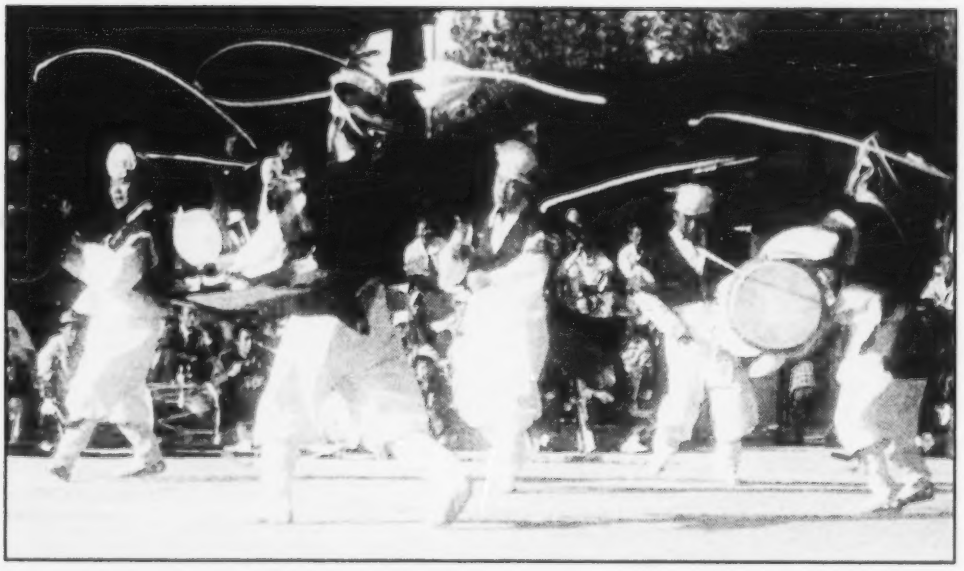
Letters

Korea is still a divided country, with North and South Korea often in bitter conflict. As students learn about these two countries, they may wish to research the two parts and to learn what they share in common and what is different.

The most obvious difference is in politics and economics—communism in the North, capitalism in the South—but there are many other differences as well. After comparing the two Koreas, students may wish to write letters as coming from a young person in the North writing to someone in the South about his life. Or they may be American students writing letters to both of them, and speculating on what kinds of responses they would receive from their friends.

Oral Skills

Mask drama is an ancient form of expression in Korea. It has been in and out of favor and today it cannot compete with western film and drama. However, since it is folklore, it can still be used in the way it once was. People wear masks to imitate and poke fun at pretentious individuals, or, in the past, the airs of the aristocrats. Students today may try to do the same. They might choose sports figures or movie stars or politicians.



ACTIVITY: Korean Words

Here are some Korean words with their English meanings.

uyu (milk)
yumjong (famous)
ne (no)
anijo (yes)
kimchi (pickled cabbage)
pap (rice)
kanjang (soy sauce)
tubu (bean curd)

Look at the following definitions and write the *Korean* word that fits.

1. The grain that is used in many Asian foods:

   _____

2. The word that shows you agree with something:

   _____

3. The vegetable often served with Korean meals:

   _____

4. The word that shows you don't agree:

   _____

5. The liquid food you pour over cereal:

   _____

6. Well-known and usually held in high regard:

   _____

7. The liquid relish made from edible seeds:

   _____

8. A soft cheese-like food made from soy seeds:

   _____

Folktales from Korea

Classic Folktales from Around the World contains two Korean stories (London: Leopard/Random House, 1996).

Korean Folk-tales retold by James Riordan (NY: Oxford University Press; pap.).

Thirty-Three Multicultural Tales to Tell by Pleasant DeSpain contains the Korean folktale entitled "The Mirror" (Little Rock: August House, 1993; pap.).

Web Sites

Culture of Korea
http://www.iworld.net/Korea/culture/index.html

A Window on Korea - presented by The Korean Overseas Information Office
http://korea.emb.washington.dc.us/korea/Index.html

The Korea Page - compiled by the University of Virgina Library
http://gopher.lib.virgina.edu/subjects/amlc/korea.htm

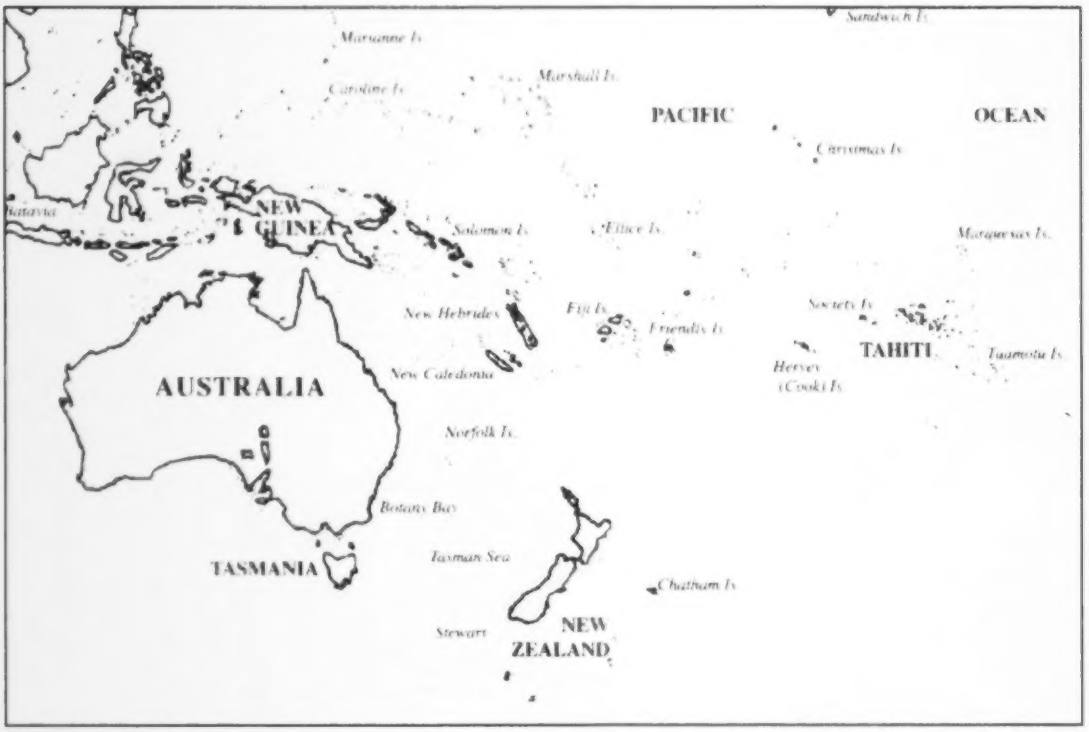
Gateway to Korea
http://www.lakorea.com/others/gateway.htm

Korea Crossroads - Culture
http://www.accessasia.com/xroad/xrkrcul.html

Link to Korea
http://www.uwm.edu/~kosa/kosa_korea.html

Korean Page
http://copper.ucs.indiana.edu/~chlmarti/korea.html

ISLANDS IN THE PACIFIC



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ISLANDS IN THE PACIFIC

The Pacific, immense ocean of the world, was named *pacific* because it was peaceful when the Spanish explorer Balboa first saw it in 1513. And it can be pacific, at times. It can also be full of energy and life, full of storms at sea, restless energy of movement and currents and tidal waves.

This is the ocean that borders on California, surrounds Hawaii, Tahiti, Japan, the Philippines, Guam, the Solomons, and a thousand other islands. It is the ocean that Captain Cook explored and the ocean that saw fierce fighting during the Second World War. Yet it is the ocean that conjures up images of island beauties serenading visiting sailors, of coconut trees swaying in the breezes, of huge volcanoes spewing lava over as-yet-undiscovered land. This is the Pacific, sister to the Atlantic, but so much larger, and both more ancient and newer.

As students explore the islands in the Pacific, they will learn of ancient cultures on Tahiti and Bora Bora, of colonial influences, of modern-day experiences. They may even hear "Bali Hai" calling any night, any day. There is so much for them to learn in their social studies about the islands; there are also many language arts activities to develop.

Language and Word Skills

Islands in the Pacific have been given some unusual and colorful names by westerners who first discovered them. Some of the names sound truly exotic. When they do not, they are frequently names given to them by later conquerors. Students should be encouraged to examine the names of the islands listed below. Make a transparency or photocopies so that each student can see the list.

American Samoa

Bismarck Archipelago

Caroline Islands

Christmas Island

Easter Island

Fiji Islands

Galapagos

Gilbert and Ellice Islands

Guam

Mariana Islands

As they locate these islands on maps and globes, students should also learn the meaning of *archipelago* as well as why the islands were named as they were.

You can use the Activity at the end of this unit for additional work on Islands in the Pacific Ocean.

Writing

Several activities can help students learn more about the islands of the Pacific.

Codes

One of the most interesting spots in the Pacific is Easter Island, with its huge statues of faces staring out to sea. According to historical accounts, when Easter Island was first discovered, there were tablets around their necks, apparently containing messages which at that time could not be deciphered and were subsequently lost or destroyed.

Students may be interested in writing coded messages that might have been included with the statues. They could first research codes and learn many different forms, from substituting numbers or other letters for letters, or from using symbols, to codes that require more complex manipulations. Students might enjoy making up coded messages that they could present to the class to see if others can decode them.

Stories

Studying the Pacific islands suggests many possible story-writing activities such as the following:

- Why were the statues on Easter Island originally created?
- What was Tahiti like before the coming of white man?
- What tales did sailors tell after making long voyages on the Pacific in small dugout canoes?
-

- What was the fighting like in the Pacific islands during the Second World War—on the Solomons, Iwo Jima, and the Marianas, for example?

Poetry

The movement of the waves and the types of dances popular on the islands in the South Pacific lend themselves to rhythmic, energetic poetry. Many people who live on the West Coast of the United States and in Hawaii love to go surfing, waiting for the largest possible waves. Have students write a poem on such a theme.

Pacific Waves

Here it comes
It is high
Here I go
Here I fly
Whoooooooooooooosh
Whoooooooooooooosh
I fly
I go
I ride
I know
The joy of water
The joy of waves.

Oral Skills

Students will enjoy dramatizing South Sea adventures, including some of the following:

- Captain Cook arriving on an island
- Adventures of the Portuguese explorer Ferdinand Magellan in the Philippines
- The raising of the flag on Iwo Jima during the Second World War
- Tahitians setting out for another island

Here is a suggestion for one such dramatization:

Magellan in the Philippines

Magellan: (coming on shore, followed by his men) I claim this land in the name of Spain. (*to his first mate*) What shall I call this land?
First Mate: Why not name it for our king, Philip?
Magellan: Very good. I name this island the Philippines for our great king, Philip.
First Native: Who are these strange people?
Second Native: And what is that cross-like emblem they are carrying?
First Native: I don't know. But I recognize a weapon when I see one *(indicating Magellan's sword)*.
Second Native: So do I. Let's go and tell our king.

They leave. Magellan and his men start exploring the island.

King: (approaching Magellan) Greetings and welcome to you, Sir.
Magellan: Thank you. I am happy to tell you that you are now subjects of Spain, the greatest country on earth.
King: What? This is our own country!
Magellan: Not any more. But I understand your problem. Perhaps we can be friends and work together, for the good of the empire of our glorious King Philip.
King: (thinking) Perhaps we can. Let us talk more of this.

Later, Magellan and the King are talking.

King: I need your help. I have an enemy on this island, and with your swords and weapons we can defeat him.
Magellan: And then will you support Spain?
King: Yes, yes.

Narrator: The Portuguese explorer did join forces with the king, but Magellan was killed in battle, as were many of his men. A small number with one small ship managed to escape and make it back to Spain. Still, the Philippines remained Spanish territory for about four hundred years.

ACTIVITY
Islands in the Pacific Ocean

Here are some more Pacific islands. Some names were given by western explorers who discovered the islands, while others were given by later conquerors. Write a brief history of each island, or write a longer paper about one or two of the islands.

Marshall Islands _____

Marquesas Islands _____

New Caledonia _____

New Guinea _____

Palau Islands _____

Phoenix Island _____

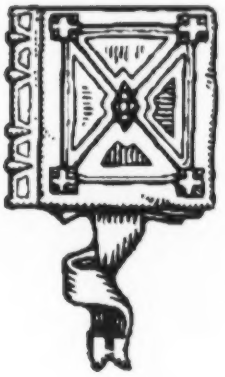
Santa Cruz Islands _____

Solomon Islands _____

Tahiti and Moorea _____

Western Samoa _____

Folktales of the Pacific Islands



Classic Folktales from Around the World contains stories from the Fiji Islands and Papua (London: Leopard/Random House, 1996).

Folktales Told around the World by Richard M. Dorson contains stories from Micronesia, Melanesia, and Polynesia (Chicago: University of Chicago Press, 1975).

Thirty-Three Multicultural Tales to Tell by Pleasant DeSpain contains a story from Fiji, "How the Mosquitoes Left Kambara" (Little Rock: August House, 1993; pap.).

Web Sites

Pacific Islands Internet Resources
http://www2.hawaii.edu/~ogden/piir/index.html

Welcome to the Pacific Islands
http://www.pacificislands.com/

Welcome to the Oceanic Website at the University of Hawai'i
http://www2.hawaii.edu/oceanic/

PICA: Pacific Islanders' Cultural Association

http://www.pica-org.org/

Pacific Islands' WWW Links
http://www.pica-org.org/websurf/websurf.html

Pacific Sites
http://ce.joensuu.fi/esfo/jb10.htm

AUSTRALIA

Darwin
NORTHERN TERRITORY
AUSTRALIA
Alice Springs
QUEENSLAND
WESTERN AUSTRALIA
SOUTH AUSTRALIA
Brisbane
Kalgoorlie
NEW SOUTH WALES
Perth
Adelaide
Sydney
VICTORIA
Melbourne
TASMANIA
Hobart

AUSTRALIA

Australia, the large island nation in the South Pacific, forms a continent all by itself. It is an ancient island with many different kinds of animals and plants found nowhere else. Australia, with fertile edges and a parched dry center, is rich in natural resources of every kind, except water. In Australia the native people—the *aborigines*—still retain their way of life in spite of twentieth-century encroachments and temptations. Australia was also once the land where convicts were sent to live and to colonize, far from the homelands which gave them neither opportunity nor freedom.

Australia is the land of sparse population, although it has big cities like Sydney and Melbourne with several million people in each. It is the land of Alice Springs and Ayers Rock, land of Perth and Darwin. In the heart of Australia, people live far from each other but are passionately friendly. It is a land of immigrants from many countries, yet they all harbor a strong sense of nationalism, a love of being Australians. It is a nation whose time will come, although some may not want it to come. Australians are happy enough to be far away from some of the problems of Europe and America.

Because it is different in so many ways from the rest of the world, Australia is always an interesting country to study. It also lends itself to a wide variety of language-arts activities.

Language and Word Skills

The language of Australia is English, but it sounds very different from the spoken language of Britain or America. It also features and number of unique expressions such as those listed below. Make a transparency or photocopies so that each student can see these words.

Aussie — Australian
barby — barbecue
boiling a billy — making tea
bushwalking — hiking
fair dinkum — true, real, genuine
gidday or g'day, mate — hello, friend
gumboots — rubber boots
ice block — popsicle
sandshoes — sneakers
ta — thank you
tucker — food
yarn — conversation

Also interesting are the names of some of the animals found in Australia: kangaroo, wallaby, platypus, and koala, for example.

You can use the Activity at the end of this unit for more work on Australian words.

Writing

Students can use essays and letters as they learn about the culture of Australia

Essays

In some ways, Australia today is part of the industrialized "first world," but in other ways it is different. This would be an excellent topic for an essay. Australia is forced to cope with many problems of today's modern world, but is rarely given a significant voice in deciding how to deal with today's problems.

Here some more topics for essays:

- What do immigrants bring to a country?
- The message on the Statue of Liberty in the U.S.: "Give me your tired, your poor..." What would be on such a statue in Australia?
- What is it like to live in a country that was once used as a place to send people as a punishment.
- For the Aborigines, what is life like today compared to the past before the white men came?

Letters

Students can write letters telling of their adventures as they travel through Australia. On such a trip travelers could start in Sydney and go on through Brisbane, see the Great Barrier Reef, travel out to the center of the country, admire Ayers Rock, then journey up to Darwin, over to Perth, return to Adelaide and Melbourne. At each city or site they could write letters describing their adventures.

Sydney

Dear Family and Friends,

Today we arrived in Sydney. What a large, modern city this is. It is almost like being in a big city in the United States. But as soon as I talked to people I knew I was in Australia, just listening to their delightful accents. The other big thing I notice is the weather. The seasons are reversed, so we are having winter here, although it was summer when I left home. Still it is not terribly cold.

Ayers Rock

Dear Family and Friends,

Today we went out to see Ayers Rock. I found out that it is the largest monolith in the world. I think it is beautiful. We are staying in a hotel right near the Rock, and were awakened this morning before dawn so we could see the sunrise over the mountain. It was wonderful!

Later we walked around it and saw the caves and sections that are sacred to the aborigines (which we could not enter). We were allowed to climb the rock, though, and many people did, including me. It is not so hard, but it was not encouraging when we learned that some people had died when they tried to climb the rock. It wasn't because it is so hard or so high, but because the wind is very strong and they were blown off!

Oral Skills

Several activities can be used to talk about Australia.

Discussion

One of the great heroes of Australia is Ned Kelly, a convict who defied the police for a long time until he was finally captured. His story could provide the topic for an interesting discussion about the antihero as an admirable figure, the man who defied the authorities. Others in this category are Robin Hood, Jesse James, and Bonnie and Clyde.

Students can discuss why we admire these heroes, why we find them interesting, and how their stories ended. They can also discuss why we don't particularly like heroes who are painted as too perfect. Why are these heroes so common in places like Australia or in the early West of the United States or in England when the people were suffering under tyranny? Students could also analyze why honoring dubious heroes could encourage inappropriate behaviors and lead to the same undesirable ends that the heroes came to.

Storytelling

Students can research and then tell stories of people like Ned Kelly. They could make up their own antiheroes and tell their stories. They should be sure to include the life endings of these persons, in order to give a full and rounded view.

Folklore

Over the centuries, the aborigines of Australia developed a rich folklore of legends that explained their life, both present and past. They speak of a "dream time" in the past, when other persons, their distant ancestors, semi-gods, lived on this earth. Such legends make fascinating stories to tell the class, especially after students have researched them. In addition, they may make up their own legends of their own "dream-time." What happened in the distant past on the land where their homes now stand? What kind of animals or persons lived there, or perhaps gods or magic persons, or animal-people? What did they do? Why are the land and the hills or mountains and rivers where they are?

ACTIVITY: Australian Words

Here are some of the words and terms often used by the Aussies. All of these words were given earlier. See if you can remember them, or look them up if necessary. Then write the word that fits in each sentence.

barby	**gidday**
boiling a billy	**gumboots**
bushwalking	**ice block**
fair dinkum	**ta**

1. If something is _____, it is true and genuine.

2. When Aussies say "Hello," it's usually _____.

3. When they say "Thank you," it's usually _____.

4. In Australia, rubber boots are called _____.

5. A barbecue is called a _____.

6. A popsicle is called an _____.

7. Making tea is called _____.

8. When Aussies go hiking, it's called _____.

Folktales from Australia

Classic Folktales from Around the World contains six Australian stories (London: Leopard/Random House, 1996).

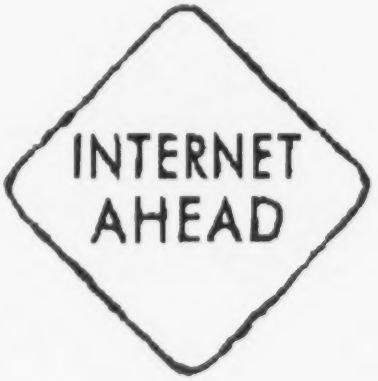
Web Sites

Archives of Australia
http://www.aa.gov.au/

Index of Information on Australia
http://www.aust.emb.nw.dc.us/index/toc.htm
including: Explore Australia
http://www.aust.emb.nw.dc.us/map/html/ausmap.htm
and
Frequently Asked Questions about Australia
http://www.aust.emb.nw.dc.us/faq.htm

Rainforest Live '97!
http://www.oceanchallenge.com/rl97s/private/rl97in.htm

Australia Crossroads - Culture
http://www.accessasia.com/xroad/mainau.html



ADDITIONAL RESOURCES

The books and other sources listed below can be used to supplement the material you find in encyclopedias.

Folktales and Legends

Each of the following collections contains stories from several countries and cultures.

Best-Loved Folktales of the World, selected and with an introduction by Joanna Cole. NY: Anchor/Doubleday, 792 pages, 1982.
This large collection begins with more than 100 tales from Western Europe, the British Isles, Scandinavia and Northern Europe, and Eastern Europe. Next come stories from areas not always well represented in folktale collections: the Middle East, Asia (including Burma, Thailand, Vietnam, Laos, and India, as well as Japan, China, and Korea), and the Pacific (Hawaii, Indonesia, Australia). The remaining stories are from Africa, North America, the Caribbean, and Central and South America.

Classic Fairy Tales to Read Aloud, selected by Naomi Lewis. NY: Kingfisher, 1996.
This book contains stories as told by the Brothers Grimm, Perrault, and Andersen, along with tales from England, Russia, and other countries.

Classic Folktales from Around the World; Introduction by Robert Nye. London: Leopard/Random House, 1996.
This collection contains stories from countries not usually represented in other anthologies: Australia, Fiji, Madagascar, Papua, Tibet, and various regions in Africa, for example.

Folktales Told around the World by Richard M. Dorson. Chicago: University of Chicago Press, 1975.
Here you will also find stories from countries not often included in other anthologies: the Caribbean Islands, Pacific Islands, and several African countries, for instance.

Goddesses, Heroes, and Shamans: The Young People's Guide to World Mythology. NY: Kingfisher, 1997.
This is a collection of myths from Northern Lands (Scandinavia), Africa, Mediterranean Lands, Eastern Asia, Central and South America, and the South Pacific.

The Illustrated Book of Myths retold by Neil Philip. NY: Dorling Kindersley, 1995.
This collection features Creation Myths; Stories of the Beginning of Life; Fertility and Cultivation; Gods and People; Gods and Animals; and Visions of the End.

Magical Tales from Many Lands retold by Margaret Mayo; illustrated by Jane Ray. NY: Dutton Children's Books, 1993.
This collection contains stories from Turkey, Japan, Scotland, the Caribbean, France, Peru, India, Australia, Russia, and China, as well as traditional North American Indian, Zulu, Jewish, and African-American tales.

Thirty-Three Multicultural Tales to Tell by Pleasant DeSpain. Little Rock: August House, 1994, paperback.
Individual stories from this collection are listed on the following pages at the end of the units to which they apply.

A Treasury of Stories from Around the World chosen by Linda Jennings. NY: Kingfisher.
The seventeen stories in this book come from the major countries of Europe, Asia, and Africa, as well as from more unusual sources such as Iraq, Sri Lanka, and Cambodia. Aztec and Maori stories are also included.

Trickster Tales: Forty Folk Stories from Around the World retold by Josepha Sherman. Little Rock, Arkansas: August House, 1996.
This collection includes tales from Africa, Europe, the Near East, Asia and Polynesia, Central and South America, and North America.

A World of Fairy Tales by Andrew Lang. NY: Dial Books, 1994.
The twenty-four stories in this book include tales from Spain, India, Scotland, Japan, Ancient Egypt, and North America.

Information about Other Cultures

The following books are written for children and contain helpful information about a number of different countries.

Children Just Like Me by Barnabas and Anabel Kindersley. NY: Dorling Kindersley, 1995.

Thirty foreign countries and five regions of the U.S. are represented in this book. Each country or region is discussed in a one- or two-page spread featuring photographs of children from the country itself. Written information is supplemented by smaller illustrations and photographs showing things that relate to daily life, including the kind of school work each child does.

Circling the Globe: A Young People's Guide to Countries and Cultures of the World. NY: Kingfisher, 1995.

Information on more than 180 countries is contained in this book, with photographs and illustrations on every page. Some smaller countries are covered in two-page spreads that provide basic information and illustrations. Larger countries are treated more extensively, with pages devoted to Geography, Economy, People, and History. In a few cases, some words from the language of the country are included as well.

My Pen Pal Scrapbook: An Educational Journey Through World Cultures written and illustrated by Shelley Aliotti. Tiburon, CA: World View Publishers, 1995.

This book features letters composed by the author as though they were written by children to other children in various countries. Each letter gives a lot of information about the things children do in their daily lives in each country. In addition to the opening letter from America, the countries represented are Japan, Australia, Italy, Israel, Mexico, Scotland, France, Peru, Nigeria, Russia, the Netherlands, Saudi Arabia, Canada, Germany, India, and China.

Tintin's Travel Diaries. NY: Barron's.

This is a series of books featuring a cartoon character named Tintin who acts as a reporter visiting a number of countries. Each book is built around a series of thirty questions about a particular country and its people ("What is … ?" "How do … ?" and so on.) Each question is answered in a two-page spread including text and illustrations. Books about the following countries or regions are included in the series: Africa, The Amazon, China, Egypt, India, Peru, Russia, Scotland, Tibet, and the United States.

Web Sites

A number of Web Sites for individual countries are listed at the end of most units. In addition, you can find general information at the following sites.

Perry Canteñada Library Map Collection
http://www.lib.utexas.edu/Libs/PCL/Map_collection/Map_collection.html

Sites ALIVE!
http://www.oceanchallenge.com/

World Country Guide
http://www.world-travel-net.co.uk/country/default.htm

Tribes, Dolls, Faces and Places
http://www.williamcoupon.com/photography.html

Travel Tales Mainpage
http://www.lpl/arizona.edu/~kimberly/medance/culture/travel.html

Popular Attractions
http://neworleansonline.com/tours2.htm

FOCUS Multimedia: An online magazine on the culture, history, and tourism of Mediterranean countries
http://www.focusmm.com.au/%7Efocus/welcome.htm#country

City Net - Travel on the Internet
http://www.city.net/

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China • Japan • Korea • Islands in the Pacific • Australia

Volume IV: Where and How People Live
Where Is the Treasure Hidden? • Cities and Towns Around Us
The A-maizing First Americans • Awesome Aussies Down Under

Volume V: Ecology and the Environment
My Earthworm Pets • Inside Mother Earth • Runaway Land
Where Does the Rain Go? • Cleaning Our Waterways

ISBN 1-883790-44-1
9 781883 790448 90000

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